LESSON PLAN

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| Teacher: | Ms. Nickki Virgilio | |
| Grade Level: | **1st grade** |  |
| DATE: | 9-23-14 | |
| Subject/Topic(s): | Addition, Subtraction, Multiplication | |

# ***PA Common Core Standards***

***Referenced from*** <http://www.pdesas.org/> ***for PA State approved academic standards (Grade-specific Numbers & Descriptions)***

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| **2.1.2.A:** Demonstrate the relationship between numbers and quantities, including place value; one-to-one correspondence; rote counting; counting by twos, fives and tens; and comparing values of whole numbers up to 500.  **2.1.2.E:** Apply number patterns to represent numbers in various ways (skip counting , repeated addition/subtraction).  **2.2.2.A:** Develop fluency in the use of basic facts for addition and subtraction  **2.2.2.B:** Add and subtract single and double-digit numbers with and without regrouping, to include problems with money.  **2.7.2.B:** Predict if different outcomes of the same event are equally likely or not equally likely |

## Objectives

***Objectives correspond with PA State Common Core Standards listed above (SWBAT…)***

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| SWBAT add, subtract, and multiply numbers on game board and dice.  SWBAT predict what the highest total number will be.  SWBAT accurately add, multiply, and subtract given numbers without showing their work. |

***Lesson Introduction: (5-7 min)***

***(Activate background knowledge & set purpose)***

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| Welcome to class today boys and girls! Earlier this week we talked about multiplication, subtraction, and addition to test your knowledge of how well you listened earlier! So, I would like you all to gather into groups of 3 and I will pass out your games.  The purpose of this activity will be to see how well you paid attention in class as well as how much you understand the concepts of addition, multiplication, and subtraction. |

***Activities/Procedures: (25-30min)***

### Lesson Plans are conducive to student achievement and focus on PA State CC standards and objectives

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| After going over addition, subtraction, and multiplication with the students, I will pull out a game called Numberland and will give them each a playing piece. I will also hand out 1 dice and I will them tell the how to play the game. When each student rolls the dice, the number they get will be how many spaces they move, and on the spaces are +, -, x, with numbers next to them. The students will then take the number on their space they landed on and whether it is +,-,x, they will do the operation to the number they rolled on the dice. The player with the highest number wins the game! |

***Closing& Assessment: (5-7 min)***

**(Restate purpose & assess comprehension; met objectives?)**

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| The purpose of this activity will be to see how well you paid attention in class as well as how much you understand the concepts of addition, multiplication, and subtraction.  The students will be able to successfully add, subtract and multiply numbers without showing their work or using a calculator. They will also be able to accurately respond to the actions in the game without assistance. |

***Assessment Procedures:*** *(check all that apply)*

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| Formative | | | | Summative | | | |
|  | Guided Practice |  | Participation |  | ***Unit/Chapter Test*** |  | PSSA Type Questions |
|  | Enrichment |  | PSSA Type Questions |  | ***Oral Presentation*** |  | Notebook Check |
|  | Homework |  | Notebook Check |  | ***Research Project*** |  | Authentic Assessment |
|  | Group Work |  | Authentic Assessment |  | ***Technology*** |  | Other: |
|  | Rubric |  | Other: |  | ***Rubric*** |  |  |
|  | Independent Practice |  |  |  | ***Portfolios*** |  |  |

## Materials/Resources

### List of resources used and incorporated into activity and assessments, attach any teacher made materials and/or worksheets

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| --- | --- | --- | --- |
|  | Text Book: |  | Other: |
|  | Graphic Organizer/Handouts(s): |  |  |
|  | Technology: |  |  |
|  | Other: Board Game |  |  |

***Accommodations***

*(IEP/Child specific)*

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| If a student needs more time to complete the game, they will be given it. |  |
| For a student who needs assistance or guidance, they will be provided it. |  |
| If a student has ADD/ADHD then I would allow them to stand up when they roll the dice on there turn |  |
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***Differentiated Instruction***

*(Easier/Support & Harder/Enrichment)*

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| For students who need the font to be bigger, I can enlarge the whole image on a computer screen. |  |
| For students who have a difficult time counting numbers higher than 10, I will lessen the numbers. |  |
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***Notes for the Substitute***

This board game has no time limit, if they enjoy playing it after they are finished; allow them to because I feel the results would be endlessly different. Also, for those students who need accommodations, please provide them and if they need an extra instructor, I have teachers who know what to do.

In accordance with Neumann University educational guidelines for emergent teachers please describe how the following INTASC Principles were reflected in your lesson plan and the delivery of the lesson.

**INTASC Principles**

**Interstate New Teachers Assessment and Support Consortium**

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| **INTASC 1: Making content meaningful** |
| * The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students. |
| Evidence/Reflection: |
| **INTASC 2: Child development and learning theory** |
| * The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development. |
| Evidence/Reflection: |
| **INTASC 3: Learning styles/diversity** |
| * The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. |
| Evidence/Reflection: |
| **INTASC 4: Instructional strategies/problem solving** |
| * The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills. |
| Evidence/Reflection: |
| **INTASC 5: Motivation and behavior** |
| * The teacher uses an understanding individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagements in learning, and self-motivation. |
| Evidence/Reflection: |
| **INTASC 6:** **Communication/knowledge** |
| * The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. |
| Evidence/Reflection: |
| **INTASC 7:** **Planning for instruction** |
| * The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. |
| Evidence/Reflection: |
| **INTASC 8**: **Assessment** |
| * The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. |
| Evidence/Reflection: |
| **INTASC 9:** **Professional growth/reflection** |
| * The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. |
| Evidence/Reflection: |
| **INTASC 10:** **Interpersonal relationships** |
| * The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being. |
| Evidence/Reflection: |